

MoSTEP 1.2.1.1: Middle School (5-9) Social Studies Education Competencies
Revised: April 2005, page 1

The beginning (pre-service) middle school social studies teacher will demonstrate knowledge of and/or competence in the following areas of study:

<p>1 Social Studies as a Field of Study (1997 SSC: 1.1-2; NCSS: Themes 1.1 through 1.10; Discipline-Specific Standards 2.1-2.5; PRAXIS II: 0089: no overt alignment; Mo 5-8 SS GLE no overt alignment)</p>	<p>1.1 the definitions and purposes of social studies (including history, geography, economics, political science, anthropology, psychology, and sociology). 1.2 the themes, concepts drawn from social studies: a) culture and cultural diversity; b) time, continuity and change; c) people, places, environment; d) individual development and identity; e) individuals, groups, institutions; f) power, governance, and authority; g) production, distribution and consumption; h) the interaction between science, technology and society; i) global connections; j) civic ideals and practices. 1.3 how to integrate knowledge across the social studies, and between the social studies and other disciplines (e.g., science, fine arts, language, mathematics).</p>
<p>2 Principles Expressed in Documents Shaping Constitutional Democracy in the United States (1997 SSC: 2.1-4; NCSS: 1.10.1, 1.10.2, 1.10.8, 1.10.3, 1.10.4, 1.10.5, 1.10.6, 1.10.7, 1.10.9, 2.1, 2.3; G 4¹; SS1; PRAXIS II: 0089:II; Mo 5-8 SS GLE 1)</p>	<p>2.1 basic U.S. government documents (including but not limited to those listed in the <i>Show-Me Curriculum Frameworks, Standard 1</i> and the <i>5-8 Grade-Level Expectations</i>), their origins, evolution, and changing interpretations, and how they attempt to balance the needs of the individual and the group. 2.2 civic ideals and democratic principles implicit in basic documents (human dignity and individual rights, justice, general welfare, freedom, equality, rule of law, etc.). 2.3 how events today and in the past have been shaped by democratic ideals and by the American people's efforts to put those ideals into practice. 2.4 a range of diverse primary sources, literature, and other media (local, national and international) to illustrate and explore citizenship in other times and places.</p>
<p>3 Continuity and Change in the History of Missouri, the United States, and the World (1997 SSC: 3.1-5; NCSS: 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.5.2, 1.5.3, 1.5.7, 2.1.1, 2.1.2; SS2; PRAXIS II: 0089: I, II; Mo 5-8 SS GLE 2)</p>	<p>3.1 key historical concepts, including time, chronology, cause and effect, change, conflict, point of view. 3.2 historical periods, people, events, developments, and documents (including but not limited to a) the migrations, interactions, and cultures of people from many regions of the world; b) the development and evolution of democracy around the world, especially the American democracy; c) the evolution of the world economy, including the development and growth of the American economy; d) the evolution of U.S. domestic and foreign policies; e) changes in world politics and cultures, including reform movements and civil unrest and others listed in the <i>Show-Me Curriculum Frameworks</i> and <i>5-8 Grade-level Expectations</i>) and how the past shapes the present. 3.3 how and why individuals (including historians) may view, interpret, and report on the past from very different perspectives. 3.4 the link between human decisions and consequences. 3.5 current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.</p>

¹ *Show Me Standards* coding: G = *Show Me* Goal; SS = *Show Me* Social Studies

MoSTEP 1.2.1.1: Middle School (5-9) Social Studies Education Competencies
Revised: April 2005, page 2

The beginning (pre-service) middle school social studies teacher will demonstrate knowledge of and/or competence in the following areas of study:

4 Principles and Processes of Governance Systems (1997 SSC: 4.1-5; NCSS: 1.6.1, 1.6.2, 1.6.3, 1.6.4, 1.6.5, 1.6.6, 1.6.7, 1.10.1, 1.10.2, 1.10.3, 1.10.4, 1.10.5, 1.10.6, 1.10.7, 1.10.8, 1.10.9, 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 2.3.6, 2.3.7; SS3; PRAXIS II: 0089: III; Mo 5-8 SS GLE 3)	4.1 different types of government and institutional systems, including those of the United States, and how those systems interact. 4.2 the effects of political theories and philosophies (including but not limited to those listed in the <i>Show-Me Curriculum Frameworks</i> and <i>5-8 Grade-Level Expectations</i>). 4.3 the role and impact of citizen participation in civil society and in the political arena. 4.4 rights and responsibilities, rules, types of authority, and governmental structures of schools, communities, states, the country, and other nations.
5 Economic Concepts and Principles (1997 SSC: 5.1-6; NCSS: 1.7.1, 1.7.2, 1.7.3, 1.7.4, 1.7.5, 1.7.6, 1.7.7, 1.7.8, 1.7.9, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5, 2.4.6, 2.4.7, 2.4.8, 2.4.9, 2.4.10, 2.4.11, 2.4.12, 2.4.13, 2.4.14, 2.4.15, 2.4.16, 2.4.17, 2.4.18, 2.4.19; SS4; PRAXIS II: 0089: V; Mo 5-8 SS GLE 4)	5.1 economic systems (e.g., traditional, market, command, and mixed, etc.) and basic economic concepts (e.g., scarcity, opportunity cost, trade-offs, supply, demand, etc.). 5.2 economic choices and processes for making rational economic decisions (e.g., saving, purchasing, investing, etc.). 5.3 economic factors which determine the interdependence of economies (natural, capital, and human resources; investment; entrepreneurship, etc.). 5.4 domestic and international trade and the interdependence of economies (specialization, use of money in trade, comparative advantage, etc.). 5.5 the role of technology in our economy and how our economy has changed from a primarily agricultural economy to a primarily service economy. 5.6 the wider consequences of economic decisions on groups, communities, the nation, and the world. 5.7 the roles governments play in economic systems (production of public goods, taxation, regulations, etc.) and their impacts on economic systems.
6 The Major Elements of Geographical Study and Analysis (1997 SSC: 6.1-4; NCSS: 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 1.3.7, 1.3.8, 1.3.9, 1.3.10, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7, 2.2.8, 2.2.9, 2.2.10, 2.2.11, 2.2.12, 2.2.13, 2.2.14, 2.2.15; SS5; PRAXIS II: 0089: IV; Mo 5-8 SS GLE 5)	6.1 application and use of geographic representations, tools, and resources (maps, atlases, aerial photographs, globes, etc.). 6.2 locales, regions, nations, and the world relative to location, size, climate, and geology. 6.3 the interaction between physical geography and culture, history, politics, and economics. 6.4 relationships between human systems and the environment. 6.5 how individuals and groups are affected by events on a regional, international and global scale.
7 Relationships of Individuals and Groups to Institutions and Cultural Traditions (1997 SSC: 7.1-5; NCSS: 1.1.1, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.4.5, 1.4.6, 1.4.7, 1.4.8, 1.4.9, 1.5.1, 1.5.2, 1.5.3, 1.5.4, 1.5.5, 1.5.6, 1.5.7, 1.8.1, 1.8.3, 1.8.4, 1.8.5, 1.9.1, 1.9.2, 2.5.1, 2.5.2, 2.5.3,	7.1 ideas, and concepts common across societies, social institutions, cultures, and cultural perspectives (e.g., culture, mores, stereotypes, socialization, etc.). 7.2 how to recognize and use cultural universals to analyze one's own and other's cultures. 7.3 the similarity of basic human needs and the diverse ways individuals, groups, societies, and cultures meet those needs. 7.4 interactions among diverse individuals, groups, institutions, and cultures. 7.5 how diverse individuals, groups, institutions, and cultures change over time. 7.6 the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict.

MoSTEP 1.2.1.1: Middle School (5-9) Social Studies Education Competencies
Revised: April 2005, page 3

The beginning (pre-service) middle school social studies teacher will demonstrate knowledge of and/or competence in the following areas of study:

2.5.4, 2.5.5, 2.5.6, 2.5.7, 2.5.8, 2.5.9; SS6; PRAXIS II: 0089: VI, VII; Mo 5-8 SS GLE 6)	
8 Social Science Tools and Inquiry (1997 SSC: 8.1-5; NCSS: 1.5.8 (and others), 2.1.3, 2.1.4, 2.1.6, 2.1.7, 2.2.17, 2.2.16, 2.5.12, 2.5.11, 2.5.10; G 1 & 2; SS7; PRAXIS II: 0089: no overt alignment; Mo 5-8 SS GLE 7)	8.1 various methods for framing research questions. 8.2 various methods of inquiry in the social sciences (naturalistic, historical, experimental, etc.). 8.3 data sources and collection techniques (artifacts and historical places; field research; primary and secondary sources; interviews, surveys, and polling; geographic representations; case studies; statistics; observations; charts, graphs, and tables; and multimedia/electronic resources; etc.). 8.4 how to interpret, classify, analyze, and evaluate data. 8.5 how to formulate well-supported conclusions, oral and written arguments, policies, and positions; and report these to different audiences.